

## **FILE B**

### **English Language Arts: Reading**

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Reading Selections and Items with Keys, Type of Text, Cluster,  
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# Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each released item accompanied by the following information.

## Multiple-Choice Items

The boxes containing the multiple-choice items also contain the percent of students statewide who chose each answer option. The correct option is asterisked(\*).

- **MC#:** the multiple-choice item position in the Class Analysis Report  
One point may be earned for a multiple-choice item.
- **Key:** the letter of the correct answer for the multiple-choice item
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured

## Constructed-Response Items

- **CR#:** the constructed-response item position in the Class Analysis Report  
Up to four points may be earned for a constructed-response item.
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured
- **Constructed-Response Scoring Guide:** the description of each score point used to determine the score, including the percent of students statewide who received each score and the statewide average student score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **Annotated Student Response:** sample student response for each score point with annotations that explain the reasoning behind the assigned score

## MEA 2005–2006

### English Language Arts: Reading Grade 3

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Half of the common items are released and can be found in this document. Item information for all item types, scoring information (average scores, guides, and training notes) for all constructed-response items, and annotated student responses follow.

#### 2005–2006 MEA READING TEST DESIGN

CONTENT AREA	COMMON			EMBEDDED FIELD TEST			TOTAL ITEMS PER STUDENT			BASE TESTING TIME	POINTS
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
READING	30	4	0	15	3	0	45	7	0	125 MIN.	46

Each item on the MEA measures a grade level expectation based on Maine's *Learning Results*.

Read the article below about how ants build nests. Then answer the questions that follow.

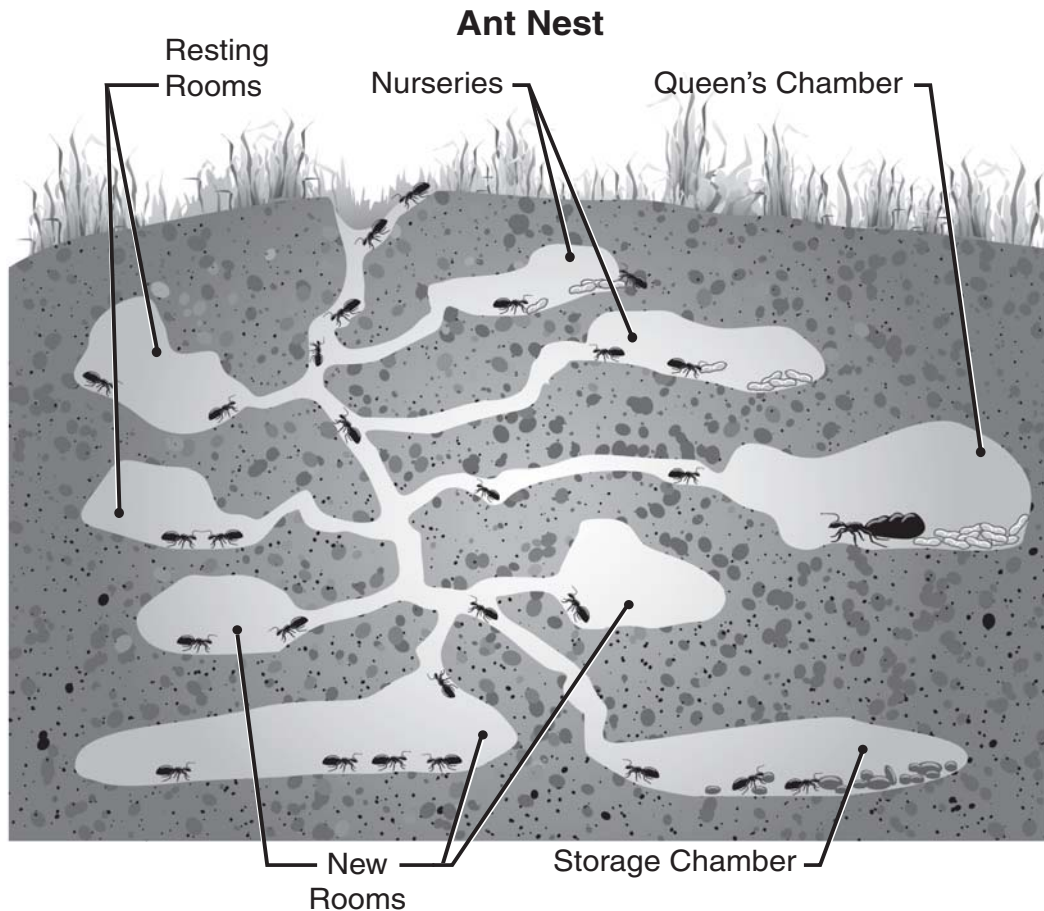
## What Does an Ant Nest Look Like?

by Cecilia Venn

Most ant species build underground nests. Worker ants dig tunnels and chambers, or rooms, in the soil. As the colony grows, workers add more tunnels and chambers to the nest.

Ant colonies can grow to be quite large. Some tropical ants build downward to make more room. Their nests may reach 20 feet below the ground. Others, such as European wood ants, build  
2 upward. They build huge mound nests that may be 5 feet tall. Then the ants connect the mounds with scent trails. The group of nests may cover an area as large as a tennis court. Millions of ants may live in these nests.

The chambers in an ant nest have many different uses. The queen has her own chamber  
3 for laying eggs. Some chambers are nurseries for the growing young. Food is stored in other chambers. Still other chambers are resting places for hard-working ants!



1. The first paragraph says, "As the colony grows, workers add more tunnels and chambers to the nest." Which word means the same as colony?

23%     A. chamber  
16%     B. nest  
3%       C. nurseries  
\*57%    D. group

**MC#:** 1

**Key:** D

**Type of Text:** Informational

**Cluster:** Reading

**Content Standard A:** Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

**GLE:** A1.3-Students will determine the meaning of unknown words through these strategies: by reading words in the context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).

2. What is the MAIN idea in paragraph 2?
- \*60% A. Ant nests can be very large.
  - 14% B. Tropical ants build the biggest nests.
  - 10% C. Ant nests can always go underground.
  - 15% D. Ant nests have tunnels.

**MC#: 2**

**Key: A**

**Type of Text:** Informational

**Cluster:** Reading

**Content Standard D:** Informational Texts- Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum

**GLE:** D4.3-Students will organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).

3. A mound nest is different from some other ant nests because it

20% A. has more resting places.

8% B. is found in warm places.

\*47% C. is built above the ground.

23% D. has places to store food.

**MC#:** 3

**Key:** C

**Type of Text:** Informational

**Cluster:** Reading

**Content Standard A:** Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

**GLE:** A1.3-Students will determine the meaning of unknown words through these strategies: by reading words in the context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).

4. According to paragraph 3, the queen's job is to

- |      |                   |
|------|-------------------|
| 2%   | A. find the food. |
| *87% | B. lay eggs.      |
| 2%   | C. build nests.   |
| 8%   | D. be the leader. |

**MC#:** 4

**Key:** B

**Type of Text:** Informational

**Cluster:** Reading

**Content Standard D:** Informational Texts- Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum

**GLE:** D4.3-Students will organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).

5. This article is MOSTLY about

- \*57% A. the kinds of nests ants build.
- 8% B. the different kinds of ants.
- 24% C. how large some ant nests are.
- 10% D. how the queen ant lives and works.

**MC#:** 5

**Key:** A

**Type of Text:** Informational

**Cluster:** Reading

**Content Standard D:** Informational Texts- Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum

**GLE:** D4.3-Students will organize information to show understanding (e.g., represent key points within text through charting, mapping, etc.).

Due to copyright restrictions, we are unable to reproduce the  
reading selection for the following  
twelve items.

“The Year of Miss Agnes,” Chapter 2.

Published by Aladdin Paperback.

Copyright © 2000 by Kirkpatrick Hill.

6. Who is telling the story?

15% A. Sam

14% B. Bertha

\*47% C. Frederika

24% D. Miss Agnes

**MC#:** 6

**Key:** C

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

7. How do the girls feel about Miss Agnes when they first see her?

- |      |                 |
|------|-----------------|
| 16%  | A. disappointed |
| 4%   | B. angry        |
| *65% | C. interested   |
| 15%  | D. pleased      |

**MC#: 7**

**Key: C**

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

8. Paragraph 6 says, "There was a skinny woman whacking the dust out of a rug." What is another word that means the SAME as whacking?

\*82%    A. beating  
3%      B. ripping  
5%      C. throwing  
9%      D. spreading

**MC#:** 8

**Key:** A

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard A:** Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

**GLE:** A1.3-Students will determine the meaning of unknown words through these strategies: by reading words in the context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).

9. In what way does Miss Agnes treat the girls like adults?

- \*71% A. She makes them tea.
- 8% B. She tells them what to do.
- 8% C. She shows them a map.
- 12% D. She explains where she is from.

**MC#: 9**

**Key: A**

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

10. In paragraph 17, what does “straight down” mean?

- |      |                    |
|------|--------------------|
| 22%  | A. without bending |
| *63% | B. right away      |
| 6%   | C. without moving  |
| 8%   | D. very slowly     |

**MC#:** 10

**Key:** B

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard A:** Process of Reading- Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

**GLE:** A1.3-Students will determine the meaning of unknown words through these strategies: by reading words in the context and by using knowledge of word structures (prefixes, suffixes, base words, or multi-syllabic structures).

11. Look at the picture in the chapter. What is Miss Agnes showing the girls in the picture?

- 3%     A. where the oceans are
- 4%     B. what they will be studying in school
- \*83%   C. how far England is from Alaska
- 8%     D. how to read the English words in her big book

**MC#:** 11

**Key:** C

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

12. The reader can tell from the chapter that Miss Agnes is MOST LIKELY

- 17%     A. young.
- 6%      B. unpleasant-looking.
- 5%      C. unhappy.
- \*72%   D. hard-working.

**MC#:** 12

**Key:** D

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

13. Where does the end of the chapter take place?

- |      |                          |
|------|--------------------------|
| 3%   | A. in England            |
| 5%   | B. at Bertha's house     |
| *73% | C. at Miss Agnes's cabin |
| 18%  | D. in school             |

**MC#:** 13

**Key:** C

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

14. Which would be the best NEW title for this chapter?

- 5%      A. "Cleaning the Cabin"
- \*79%    B. "Meeting Miss Agnes"
- 9%      C. "Where Is England?"
- 6%      D. "Tea with Milk"

**MC#:** 14

**Key:** B

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

15. Based on what happens in this chapter, what MOST LIKELY will happen in the next chapter of the story?

- 9%     A. Miss Agnes will return to England.
- 4%     B. Bertha will make tea and put milk in it.
- 11%    C. Miss Agnes will tell the girls a story about Alaska.
- \*74%   D. The girls will go to school the next day.

**MC#:** 15

**Key:** D

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

16. Do you think Miss Agnes will be a good teacher? Use details from the chapter to explain your answer.

**CR#:** 16

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

## CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
1%	4	Response thoroughly explains why Miss Agnes will or will not be a good teacher. Response uses specific and relevant information from the story as support.
9%	3	Response generally explains why Miss Agnes will or will not be a good teacher. Response lacks some specificity or relevance.
48%	2	Response partially explains why Miss Agnes will or will not be a good teacher. Response uses weak or limited information from the article and may contain some misunderstandings.
38%	1	Response attempts an explanation based on personal opinion or shows a minimal/vague understanding of the article.
4%	0	Response is totally incorrect or irrelevant.
1%	Blank	No response.
1.65	Statewide average student score.	

### Training Notes for Constructed-Response Item 16

Training notes are not an exhaustive list. Readers scoring the student responses can accept other examples the student offers that are supported by the passage.

#### Will Miss Agnes be a good teacher?

Some reasons why she will be a good teacher:

- She takes time to explain things to the girls (where England is, why she talks differently.)
- She treats the girls with respect, or like they are “grown women,” and offers them tea.
- She is a hard worker and knows how to get the girls to work hard too.

Some reasons why she will NOT be a good teacher:

- She treats the girls as if they are grown ups instead of her students.
- She is rude—and puts the girls to work without asking their names.

16.

I think Miss Agnes will be a good teacher because, the students will like her exent and her new ways and how she is intresting. She can also teach the students about England and tell them storier about England. Probably she can also start a trend, with her new stlye (wich is ~~was~~ wearing pants). I think that Fredenika liker her and the students will like her to, She can also teach them about maps. And she could make her tea special tea on raiing days. She can teach them how to read English words in her big book. She is very interesting in different ways then m people in Alarka, like she wears pants, her tea is exellent. I think Miss Agnes will be a very good teacher.

**Summary annotation statement:**

The student thoroughly explains why Miss Agnes will be a good teacher using specifics from the story. He or she supports this argument by writing "the students will like her exent and her new ways..." Miss Agnes tells the students stories about England that are interesting, shows them maps, and teaches them how to read English words. "She can also start a trend, with her new style" of wearing pants.

16.

I think she will be a good teacher because she gets straight down to buisness. She is also nice, and that is also good. She is also good because she can teach them about another country with more truth & knowledge. Miss Agnes also treats everybody like adults, and that is a very good quality to have. Judging, she is probably not that strict, either, and that is very good. Miss Agnes will most likely be a good teacher.

**Summary annotation statement:**

The student generally explains why Miss Agnes will be a good teacher. He or she states that Miss Agnes "gets straight down to buisness," but does not explain why this would make her a good teacher. The student also writes that Miss Agnes is "nice," "treats everybody like adults," and is "not that strict," but does not explain how this will make her a good teacher.

Sample 2-Point Response with Annotations for Constructed-Response Item 16

16.

Yes, because she can be strick and  
she can be nice. She is from  
a diffrent land so she could  
teach the children about that  
place.

**Summary annotation statement:**

The response only partially explains why Miss Agnes will be a good teacher. The student explains that Miss Agnes would be a good teacher because she “can be strick and she can be nice,” and teaches children about a different land, but does not explain how she does this or how it makes her a good teacher.

Sample 1-Point Response with Annotations for Constructed-Response Item 16

16.

Yes because she know's alot  
about map's,

**Summary annotation statement:**

The student's response of why Miss Agnes will be a good teacher is minimal and does not include any specific examples. He or she states that Miss Agnes is a good teacher because “she know's alot about maps.” The student does not explain how this makes Miss Agnes a good teacher.

Sample 0-Point Response with Annotations for Constructed-Response Item 16

16.

I like my teacher. my teacher is nig.

**Summary annotation statement:**

The response is irrelevant to the question being asked.

17. What type of person is Miss Agnes? Explain your answer by using TWO details from the chapter.

**CR#:** 17

**Type of Text:** Literary

**Cluster:** Reading

**Content Standard B:** Literature and Culture- Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

**GLE:** B10.3- Students will apply effective strategies for identifying and describing character, setting, and plot; analyzing and describing the physical and personality traits of main characters; identifying the author's basic message; and identifying the literary devices of dialogue and description to the reading and interpretation of fiction. [Text complexity appropriate for grade 3.]

## CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
2%	4	Response shows an in-depth understanding of the type of person Miss Agnes is as shown in this story. Response uses two relevant supporting details from the story, which demonstrates a full understanding of the character of Miss Agnes.
10%	3	Response shows a general understanding of the type of person Miss Agnes is. Response gives two details, but lacks some development.
44%	2	Response shows a basic or simplistic understanding of the type of person Miss Agnes is. Response uses one or two weak or limited details.
38%	1	Response demonstrates a vague or minimal understanding of the question.
2%	0	Response is totally incorrect or irrelevant.
3%	Blank	No response.
1.66	Statewide average student score.	

### Training Notes for Constructed-Response Item 17

Training notes are not an exhaustive list. Readers scoring the student responses can accept other examples the student offers that are supported by the passage.

#### What type of person is Miss Agnes?

- She is determined: she keeps whacking at the rug with the dust flying in her eyes, she gets the girls to help her with her chores because she is intent on finishing.
- She is patient: she takes the time to explain to the girls why she “talks funny” and shows them where England is on the map.
- She is nice, friendly, or thoughtful: she invites the girls to have tea with her and shows them a new way to drink it—with milk.
- She is strict or businesslike: she gives the girls instructions without asking their names.
- She is “different” or “strange”—she does not dress like the women in the village.

17.

Miss Agness is a hard working person. I know that because when Bertha and Fred got there she was whacking dirt of a mat and when they went into the house she asked them to help her tidy up. She is a very kind person. I know that because after they had helped her she mad them some tea and toght them about why she talkes like she does.

**Summary annotation statement:**

The response includes two relevant supporting details from the story explaining what type of person Miss Agnes is. The student writes that Miss Agnes is “a hard working person” because she was “whacking of a mat” when Bertha and Fred arrived and asked the children for help with tidying up the home. He or she also explained that Miss Agnes is “a very kind person” because she “mad (the children) some tea and toght them” about her accent and England. The student’s response demonstrates full understanding and uses the text to support the argument.

17. Miss Agnes is a hard working women. She was whacking the rug when the girls were there. She was diffrent from them because she wore pants and they wear skirts.

**Summary annotation statement:**

This response is general and includes two details from the text that lack development. The student explains that "Miss Agnes is a hard working women" because she was "whacking the rug," and she is "diffrent" because "she wore pants."

Sample 2-Point Response with Annotations for Constructed-Response Item 17

17. Nice! She is nice because she isn't mean to the girls and she's diffrent from all the others.

**Summary annotation statement:**

The student's response is basic and gives limited details. He or she states that Miss Agnes is "nice" and "diffrent from all the others," but does not explain why she is nice or what makes her different. This response is not supported by the text.

17.

She is skinny, and hard-working.

**Summary annotation statement:**

This response gives two basic details that demonstrate a vague and minimal understanding. The student writes that Miss Agnes is “skinny” and “hard-working,” but does not explain what kind of person this makes her.

Sample 0-Point Response with Annotations for Constructed-Response Item 17

17.

Miss Agnes is alasken. I know that  
because it said she came from alaska.

**Summary annotation statement:**

The student's response is incorrect and irrelevant to the question.